



## **St John Bosco RC Primary School**

*With Jesus in our hearts, we love, pray, learn and play.*

### **Teaching and Learning Policy September 2022**

#### **AIMS OF THE POLICY**

At St John Bosco Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Children have a right to an education (Article 28 UNCRC); a right to be the best they can be (Article 29 UNCRC) and a right to be kept safe (Article 19 UNCRC).

This policy should be read in conjunction with our subject policies.

#### **PRINCIPLES OF TEACHING AND LEARNING**

Learning is the purpose of the whole school and is a shared commitment. Education involves children, parents, staff, governors, the community, parish and diocese, and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline, resilience and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;

- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work **the staff** will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce their best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- responsibility for reviewing personal and professional development in order to ensure a high level of professional expertise and modern practice.

### **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

**All members of the school community** should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

**Teachers** will:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;

- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues; through training and use of media.
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Key weekly questions that teachers and leaders should ask themselves:

Do you strive for excellence? Are you responsive to parents?

Do you adhere to the staff code of conduct?

Do you go far beyond the requirements of any written contract?

Do you partake in rigorous training and value feedback?

Do you receive collegial (group) feedback?

Do you receive and act upon continuous feedback?

Do you show respect for/take responsibility for/ show an interest in research and evidence?

**Parents** are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

**Pupils** are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;

- taking increased responsibility for their own learning.

**The community** is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

## **Planning**

At St John Bosco Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE.

We follow the National Curriculum 2014. EYFS, planning is based on the new EYFS 2021 curriculum and the supporting Development Matters document.

Swimming instruction with specialist teachers takes place at the local swimming pool. Planning is stored in year group folders on the Livedrive. There is a set format for storing planning and resources so that these can be found easily should cover be required for a class. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning at St John Bosco is streamlined to take into account the workload of teachers and to avoid repetition.

**Long term plans** are submitted to the SLT at the start of the school year. This is to ensure subject coverage for each year group. Any changes to these which take place over the year must be approved by the SLT and updated on the school website for parents.

**Medium term plans** - There is no set format for medium term / topic plans this is at the discretion / personal choice of each teacher.

**Short term plans / weekly planning.** This is not required, instead teachers are asked to provide a weekly overview (see appendix A) which can be accessed on the Livedrive each Monday morning. A paper copy should also be on the wall in the classroom so that TAs and older children can access. The weekly overview needs only to outline what is to be learnt in each lesson.

Teachers should ensure the resources for these lessons are stored in the Livedrive and can be accessed by others, this negates the need for short term plans.

Teachers to provide lesson resources as follows:

Maths: Power Maths software supplemented by Powerpoints/ Prowise if the teacher wishes (this is not essential now due to the implementation of our new scheme)

English: Prowise for each week with teaching activities for each lesson clearly outlined or linked into the document. Teaching Reading: Read Write Inc software / activities to be used throughout KS1 and Reception. In KS2 reading is taught via 3 lessons of “Whole Class Reading,” and two lessons for children to read independently and access “Accelerated Reader,” quizzes. The Write Stuff provides our structure for teaching writing from Y1-Y6.

RE and foundation subjects: Prowise for each week with teaching activities for each lesson clearly outlined or linked into the document.

Teachers have the following resources at their disposal to assist in their planning:

Power Maths White Rose Maths Hands On Maths Read Write Inc The Write Stuff Accelerated Reader Purple Mash Freckle Maths IDL SATs Companion Grammar Works Fred’s teaching resources. Mastering number from NCETM	Come & See Caritas In Action Catholic Social Teaching Ten Ten MHS Phsce Scheme: iMatters Charanga Cusp curriculum for: Art & Design Design Technology History Geography  Espresso (until January 23)	Developing Experts Science Geographical Society  Get Set 4 PE Rachel Hawkes (French)
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Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

At St John Bosco Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

To support children in developing these basic skills, we provide TA led interventions and pre-teaching sessions each week for children depending on need. Teachers are responsible for planning these and ensuring TAs are able to deliver sessions successfully. Pre-teaching with the class teacher can also take place during assembly times.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading, media and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

### **Organisation**

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

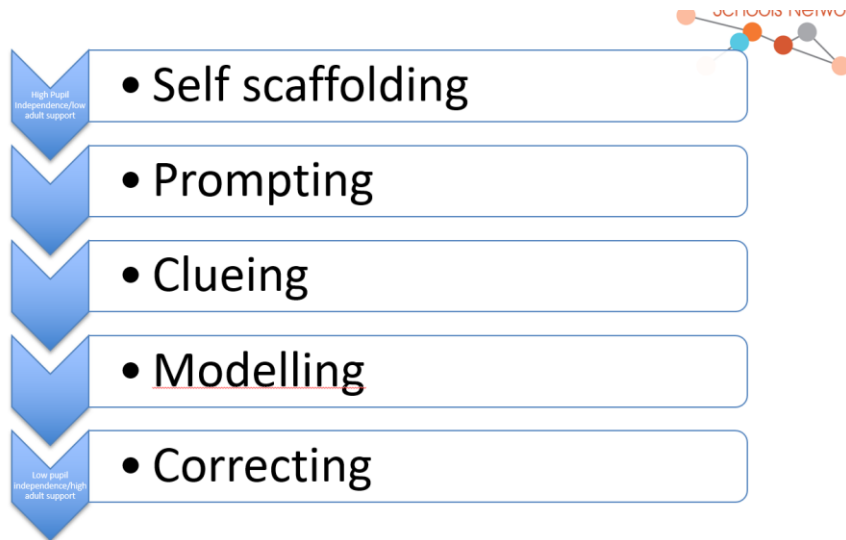
The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays. (See Appendix C)

### **Deployment of TAs**

TAs are an extremely valuable part of our community. Following the recommendations of the EEF research into Making Best Use of Teaching Assistants, all staff have been trained by the Research Schools Network. TAs in the classrooms follow the structure of least amount of support first, the following visual is displayed as a reminder in all classrooms.



TA's feedback to teachers should take the form of written notes placed in the class feedback book (See Appendix D/Feedback Policy) or annotations in the children's books following this format:

- Key:
- I – independent
  - P – can do with prompting
  - C – can do with clues
  - M – Modelled for child

More information on the research and training can be found here: <..\Training\Training 1920\deployment of TA's inset>

### **Students and Volunteers**

Students and Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students and volunteers are vetted and references seen before they are welcomed into school. An induction takes place relating to safeguarding, expectations and classroom practice. See: [for induction or supply booklet September 2022.docx](#)

### **Celebrating Excellence**

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort,

including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. Each week awards are presented to celebrate individual academic or prowess in the “Francis Factor.” Notes, emails and phone calls home are also used to celebrate achievements.

### **Supporting all learners**

At St John Bosco we are passionate that all learners’ needs are met. We believe that formally differentiated work can set barriers to what children can achieve. We always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will provide support and scaffolded work according to individual needs by:

- pace;
- relevance;
- resources to enable scaffolding
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Pupils with special educational needs (including more able children) receive support via a range of methods (see SEND Policy and statement). Extra support is given in the classroom from TAs. Additionally, advice is sought from relevant external support agencies when and where the need demands it.

### **Homework**

Homework is considered to be a valuable element of the learning process and supports the children in developing their learning skills. We also acknowledge that it can be detrimental to family well being and set homework with this balance in mind.

See homework policy: [Homework policy September 2022.docx](#)

### **Assessment, Recording, Feedback and Reporting**

Regular assessments are made of pupils’ work in order to establish the level of attainment and to inform future planning.

Formative assessment is used to guide the progress of individual pupils. It involves identifying each child’s progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in their.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. In Year 4 the children will undertake the National Multiplication Tables Check.



Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- previous SATs papers.

“Optional” i.e. non government statutory tests are also taken in Years 1, 3, 4 and 5 in order to measure children’s progress and enable them to achieve well in assessment situations.

Reading	In Rec / KS1 there are assessments in RWI each half term. In KS2 children are assessed after each text read independently via Accelerated Reader quizzes. At the end of each term there is a formal test in Accelerated Reader which gives a standardised score (STAR reader). This is also done at the start of the school year. Y1-Y6 children also complete a PIRA reading test.
Writing	Writing assessment takes place at the end of each term. After a genre has been taught the children are asked to write an independent piece using the skills they have been taught. If this is fiction, their last piece of non-fiction writing will be assessed alongside this. And vice versa if they are currently learning a non-fiction structure. Assessment pieces of work are kept with the tracking sheets in the child’s folder and gaps in learning can be easily spotted.
SPAG	Rising Stars tests termly
Maths	Formative assessment ongoing. Start of academic year, STAR Maths test. Termly Puma tests.
RE	Check in/out activities for each topic
Science	Check in / out activities for each topic
History	Socratic quizzes
Geography	Socratic quizzes
Other subjects	Teacher assessment

Early Years progress is recorded and monitored via tracking documents saved on the Livedrive. Progress is monitored on O Track in KS1 and KS2. Pupil progress meetings take place termly and interventions and targeted support are put in place accordingly.

Parents are made aware of the on-going progress their child is making via two parental consultations and a written report each academic year. However, where there are concerns, parents will be consulted immediately.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

(See feedback policy) [Feedback policy September 22.docx](#)

All results from assessments are analysed and used to inform future planning.

Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated termly by teachers;
- discussed and examined by class teachers as part of our transition process during the summer term;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done twice a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

### **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Deputy or Headteacher.

A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books.

The Headteacher will observe each class teacher in a specified curriculum area on a regular basis in addition to regular learning walks. The Performance Management cycle informs learning and teaching. (See Performance Management Policy and Monitoring and Evaluation Policy).

### **Teaching Strategies and Styles**

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- brainstorming;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal (Makaton).

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders when they can be released from class and also in the form of visitors.

The emphasis of our policy is on providing a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At St John Bosco Primary School we recognise the importance of key skills.

Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- use of a widening vocabulary (see Appendix E)
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.

At St John Bosco Primary School we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come: Knowledge organisers are used in all RE, Science, History and Geography topics, these give an overview of learning and definitions of Tier 3 vocabulary which will be taught;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

### **Learning Processes and Learning Styles**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making;

- forest school.

At St John Bosco Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, e.g. VAK. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'.

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs; using Kagan strategies (see Appendix B)
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Kagan strategies will be used throughout all subjects, with new strategies being added in each year group according to the school Kagan Progression document (see Appendix B). Collaborative learning is encouraged, although some periods of the day may be set aside for silent work e.g. Accelerated Reading in KS2.

Teachers at St John Bosco feel that pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve e.g. appropriate time scale

Effective learning is ensured through the process of monitoring successful teaching and pupil's learning outcome i.e. Baseline Assessment, reading ages and SAT results.

Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Linked to the above, successful teaching is:

- confident – teachers have a clear understanding of subject knowledge and setting objectives
- high expectation – there is optimism about, and high expectation of success
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive – pupil's contributions are encouraged, expected, extended
- characterised by high quality oral work
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed
- informed – by assessment outcomes

### **Resources**

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the learning of that year group. Additional resources will be stored in the appropriate curriculum resource cupboard/area, and will be audited annually by the subject leaders. Consumables will be replenished as necessary. Staff may liaise subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

In order to enhance the online safety of our children, each pupil in KS2 will be assigned a numbered iPad. All iPad use is supervised, children are not to search using google or other search engines. Teacher are to provide QR codes to specific sites which they have vetted prior to the lesson.

At St John Bosco Primary School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- Classrooms will be set up for each lesson prior to the children's arrival in the classroom ie before school, at break and at lunchtime.
- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.
- Computing is a major resource, which is used across the whole curriculum.

Health and Safety issues are the responsibility of all who work in the school. Two members of staff are nominated as Health and Safety representatives and all problems should be reported to them. These are the Headteacher and Finance Manager.

Where staff fail to meet what is set out in our agreed policy a positive support arrangement will be put in place.

## **British Values**

At St John Bosco School, we value the diversity of backgrounds of all pupils, families and the wider school community.

We uphold the following definition of British Values:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

## **Equality statement**

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious

background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping;

This policy has been impact assessed in order to ensure that it does not have an adverse effect on race, gender or disability equality

Policy Approved: September 2022

To be reviewed: September 2024

Appendices

A – Weekly overview

B – Kagan progression document

C – Classroom environment checklist

D - Page from feedback book

E – Vocabulary Tiers



## Appendix A - Weekly overview

Year 4 Summer 1 week 2 (w/c 2.5.22)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Early Work	Early Work	Early Work	Early Work	Early Work
Assembly	Calculating Fractions of Quality <b>SEND Q 1 &amp; 2 and practical resources support where needed</b>	Problem Solving Fraction of Quantity <b>SEND Q 1 &amp; 2 and practical resources support where needed</b>	Assembly	Timetable Activities
Adding and Subtracting Fractions – Problem Solving (Power Maths Lesson) <b>SEND Q 1 &amp; 2 and practical resources support where needed.</b>	French Alphabet	RE LF5: Paul's Journey – Match the books to the place <b>SEND – Matching Game</b>	End of Unit Check WRM – Fractions <b>SEND –End of Unit Check</b>	Spelling Test Reading
MORNING BREAK (10:30-10:45)				
AR Reader	AR Reader	AR Reader	AR Reader	AR Reader
English The Write Stuff (Planning Day 1) Plot the Narrative Map of the next three plot points <b>SEND – Scaffolded worksheet</b>	English The Write Stuff Planning the plot points (planning Day 2) <b>SEND 1 – lenses per section</b>	English Independent Write <b>SEND – Independent Write</b>	English Editing Lesson 1 SPAG / add or take away <b>SEND (Independent) Editing</b>	English Editing Lesson 1 SPAG / add or take away <b>SEND (Independent) Editing</b>
LUNCH (12:15-1:00pm)				
RE LF 3: The Ethiopian receives the new life of Jesus Analyse the Qs on the worksheet <b>SEND – Bullet Points before and After</b>	RSE What is Puberty? Task 1: Timeline Task 2 Dear Past me and Dear Future me Use the worksheet as a prompt but write in book. <b>SEND – Complete the scaffolded worksheets, using bullet points and drawings</b>	Science How does electricity travel? Recap on the safety lesson from last week and recap on the circuits lesson from DT yesterday <b>SEND – Simplified Questions and Practical work</b>	Geography South port and its major features <b>SEND – Simplified Worksheet Yes or No Answers.</b>	Swimming
RE LF4: The Story of Paul A story board of Paul <b>SEND: Sequence the story of Paul</b>	DT The process and Circuits (Science) <b>SEND Practical working together.</b>		Music Lesson 3	Assembly

Appendix B


**Kagan Progression**

<b>Kagan Strategy</b>	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Lift off	✓	✓	✓	✓	✓	✓	✓
Stand up, hand up, pair up	✓	✓	✓	✓	✓	✓	✓
Rally Robin	✓	✓	✓	✓	✓	✓	✓
Round Robin		✓	✓	✓	✓	✓	✓
Mix Pair Share			✓	✓	✓	✓	✓
Timed pair share		✓	✓	✓	✓	✓	✓
One Stray					✓	✓	✓
Rally coach		✓	✓	✓	✓	✓	✓
All write round robin			✓	✓	✓	✓	✓
Quiz Quiz Trade				✓	✓	✓	✓

Appendix C – Classroom checklist


**Year : \_\_\_\_\_ Classroom Checklist**

On door or just outside the classroom	Comments
Welcome	
Names of staff	
Names / photos of children	
Class Bible quote	
How are you today? Names and boxes Please make sure the boxes are attractive, not second hand.	
Laminated heart to put absentees on - near fire exit	
Challenge us proforma	

Inside Classroom	Comments
Prayer area – this can be on the wall or on top of a piece of furniture. Class prayers. Morning, before lunch, end of day. (These can be high up on the wall).	
Visual timetable	
Working wall English - see above policy detail	
Working wall Maths – must be CPA, with relevant calculation policy	
Calming corner – see above policy detail	
Alphabet/sounds/phonics/blends displayed in KS1, spelling strategies in KS2. In KS2 this could be included in your working wall, to reflect the current spellings.	
Designated area for staff information eg weekly plans, timetables etc.	
Marking scheme and example of peer / self assessment.	
Class charter signed by pupils.	
Challenge boxes for Maths / English containing cards with extension work. (Also need extra boxes with harder tasks showing that we are catering for more able. Children can then self-differentiate).	
School Mission statement. With Jesus in our hearts, we love, pray, learn and play. You can also put up “Ready respectful safe “ if you have room.	
 <p>Pencil sharpening. Keep a sharp pot and a blunt pot at the back of class. Don't allow pencil sharpening to take place during lessons.</p>	

"What are we learning?" display (Can be used for anything, times tables, number facts, kagan strategies)			
I don't know yet	I'm ok with this	I'm an expert and I can teach someone else.	
An easel and flipchart paper for modelling writing and other work.			

**On the tables**

In box in centre of table. Pens, pencils, rulers, reference cards (Eg 100 squares or multiplication grids....these need to be on the desk for use everyday, not in a tray at the side of class). Whiteboard pens and rubbers.		
Children's whiteboards under the box if there is no room in the box.		

**Organisation:**

Are the desks laid out in the most effective way? Can everyone see the board? Get around the classroom without asking each other to move?

Do you need all of the other furniture in your room?

Is all of the furniture best placed?

Does each piece of furniture have a clear purpose?

Look along each wall, is each well organised? (In terms of furniture against it).

**Storage:**

Are your cupboards well organised? Do you need any storage boxes?

If items are stored on surfaces, are they frequently used? If not, should they be on display? If they need to be on display are they tidy? Do you need any baskets?

Are storage boxes, trays, baskets clearly labelled to aid organisation?

Is your desk well organised?

Do you have a good system for keeping the day's resources? (eg 7 part file, labelled trays)

Do you have a clearly organised space for children's books? Are they neatly stored?

**Clutter / Declutter:**

Do you know what is in your cupboards?

What is on the walls (not in the display spaces). Put a staff board in the cupboard or on the back of the classroom door, where you put your weekly plan, timetable etc. Don't put admin reminders on the walls.

Calm corner – is it clear and calm.

Is there anything on the windowsills? If so, where could these things go? Windowsills need to be clear?

How could you minimise what is out on the surfaces? It should only be what is regularly used.

Are your maths boxes easy to get out and put away? Are you aware of what resources should go in for each unit?

Is your reading area tidy and well organised or bursting with books? If it is overcrowded, consider boxing some up and rotating them each term.

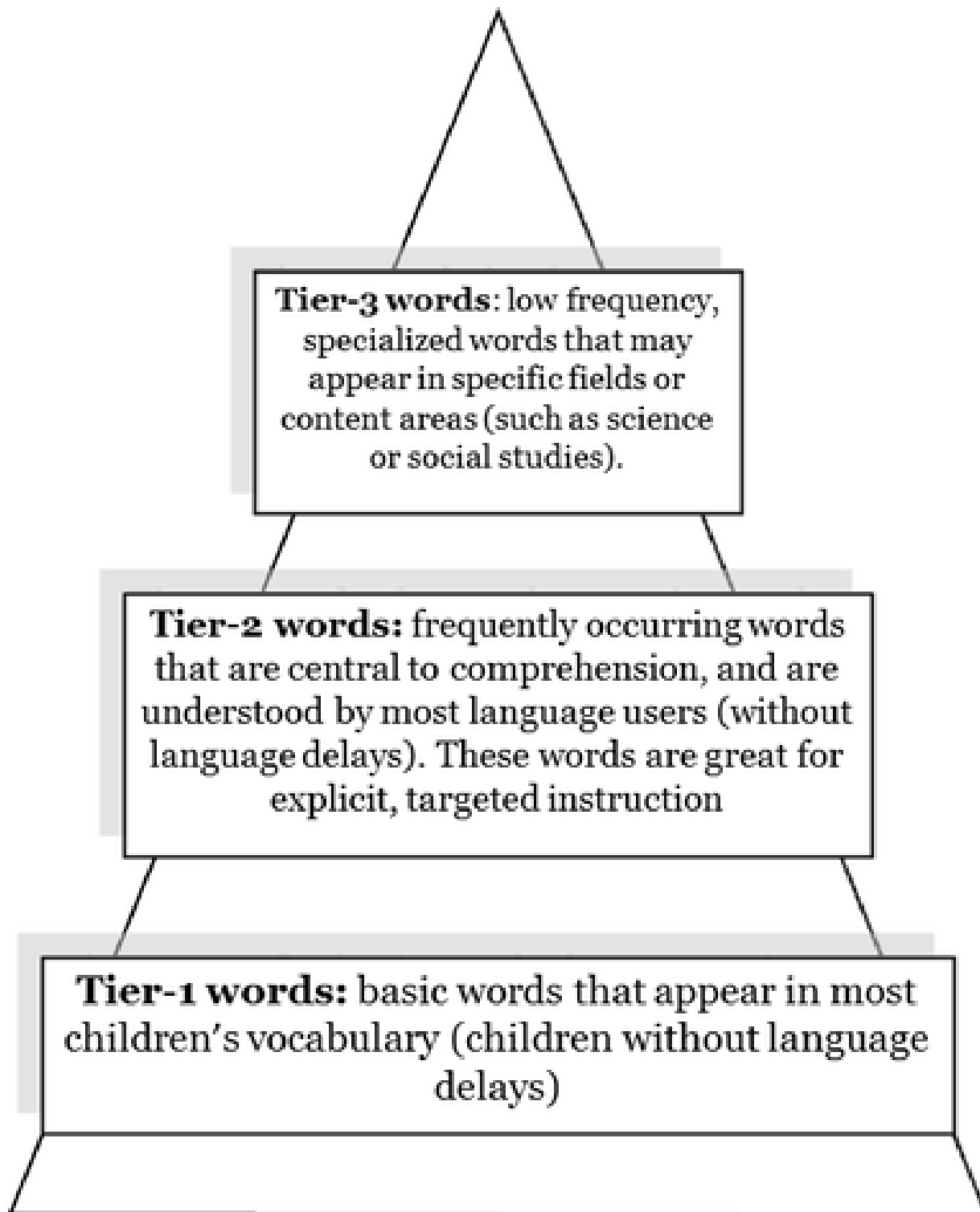
Where are your topic reading boxes stored? When are they going to be used?

Any areas for development?	How will this be addressed?


Appendix D – Feedback Policy

[Feedback policy Nov 19.docx](#)

Appendix E – Vocabulary Tiers



Vocabulary is to be taught specifically in KS2 prior to reading in a text using the following format:

<p><b>Word</b> Mission / Missionary</p>	<p><b>Definition</b> A group or person who go to another country to spread their religion and help people.</p>
<p><b>Sentence in the text</b> My father ran away to be a <b>missionary</b> when he was fifteen.</p>	<p><b>Other example sentence</b> The missionaries lived in a shelter just outside the village.</p>
<p><b>Image</b></p> 	

<p><b>Word</b> thwarted</p>	<p><b>Definition</b> To thwart = defeat, stop, prevent</p>
<p><b>Sentence in the text</b> “He was not a man to be <b>thwarted</b>.”</p>	<p><b>Other example sentence</b> The bully was thwarted as the other children in the class stood up for what was right.</p>
<p><b>Image</b></p> 